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ABSTRACT

Adults must continue to learn. The accelerating pace of cultural change has made today's knowledge and skills tomorrow's obsolescence. A society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its survival chances. To promote the cause of lifelong learning, we need to ban together to form a regional lifelong learning association. Much remains to be accomplished; for instance, in our region--Arkansas, Louisiana, New Mexico, Oklahoma, and Texas--53.3% of the population does not have a high school diploma. Yet an ordinary person has to read many things at the high school level. In 1958 Burton Clark wrote that the constitutional status of adult education (1) is permissive rather than mandatory, (2) is a part-time occupation, (3) does not have separate plant facilities and fixed capital, (4) "catches the eye" first from economy-minded groups, (5) has to be sold to other educators and the public as a necessity, and (6) depends on state and federal aid. We have made some progress, but financial stress in cities and states is having a negative effect on the status of adult education. In advocating adult education programs, power will come from organization. (CSS)

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A LOOK AT LIFELONG LEARNING[1]

BY

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IN RECENT YEARS, A NEW NOTE HAS BEEN APPEARING IN EDUCATIONAL THOUGHT: ADULTS MUST CONTINUE TO LEARN.[2] LEARNING, LIKE BREATHING, IS A REQUIREMENT OF LIVING. THE ASSUMPTION THAT LEARNING IS A LIFELONG PROCESS IS BASED ON A NEW FACT OF LIFE--THE ACCELERATING PACE OF CHANGE. FOR THE FIRST TIME IN THE HISTORY OF CIVILIZATION, THE TIME SPAN OF DRASTIC CULTURAL CHANGE HAS BEEN TELESCOPED INTO LESS THAN THE LIFETIME OF THE INDIVIDUAL. THE CURRENT GENERATION OF MATURE ADULTS NOW REPRESENTS THE FIRST GENERATION FACED WITH MANAGING A CULTURE DIFFERENT IN KIND FROM THE ONE TRANSMITTED TO THEM. THE CONSEQUENCE OF THIS FACT OF LIFE IS SUCH THAT THE WELL EDUCATED YOUTH OF TODAY IS THE OBSOLETE ADULT OF TOMORROW.

OBSOLENCE OCCURS VISIBLY IN REGARD TO KNOWLEDGE. THE SET OF FACTS THE PRESENT ADULT LEARNED ABOUT NATURE, THE ARTS, AND THE ORDERING OF HUMAN AFFAIRS HAS BEEN SUPPLANTED

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[1]KEYNOTE ADDRESS PRESENTED AT THE SOUTH CENTRAL ASSOCIATION FOR LIFELONG LEARNING, DENTON, TEXAS, SEPTEMBER 15, 1978.

[2]GALE JENSEN, A. A. LIVERWRIGHT, AND WILBUR HALLENBECK (EDS.), ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY (WASHINGTON, D.C.: ADULT EDUCATION ASSOCIATION OF THE U.S.A., 1964) P., IV.

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BY A MORE COMPLETE AND EXTENSIVE SET. MORE KNOWLEDGE HAS BEEN DISCOVERED DURING THE LIFETIME OF THE PRESENT ADULT POPULATION THAN EXISTED AT THE TIME OF ITS BIRTH. IN FACT:[3]

1. MORE BOOKS TRANSMITTING NEW KNOWLEDGE HAVE BEEN PRODUCED IN THE LAST TWENTY-EIGHT YEARS THAN WERE PRODUCED IN THE FIVE HUNDRED YEAR PERIOD FROM THE TIME GUTENBERG INVENTED THE PRINTING PRESS TO 1950.

2. NINETY PERCENT OF ALL THE SCIENTISTS AND TECHNOLOGISTS WHO HAVE EVEN LIVED ARE ALIVE AND AT WORK TODAY, DEVELOPING NEW KNOWLEDGE AND APPLYING KNOWLEDGE TO THE PROBLEMS OF OUR SOCIETY.

3. AN OFFICIAL OF THE FEDERAL COMMUNICATIONS COMMISSION ESTIMATED THAT, AT THE RATE AT WHICH KNOWLEDGE IS NOW GROWING, BY THE TIME A CHILD BORN TODAY GRADUATES FROM COLLEGE, THE AMOUNT OF KNOWLEDGE IN THE WORLD WILL BE FOUR TIMES AS GREAT. BY THE TIME THAT SAME CHILD IS FIFTY YEARS OLD, IT WILL BE THIRTY-TWO TIMES AS GREAT; AND NINETY-SEVEN PERCENT OF EVERYTHING KNOWN IN THE WORLD WILL HAVE BEEN LEARNED SINCE THE DAY HE WAS BORN.

FURTHERMORE, KNOWLEDGE BECOMES OBSOLETE IN ESSENCE. "LEARNED TRUTHS" BECOME "UNTRUTHS" IN THE LIGHT OF ADVANCE LEARNING.[4]

IN REGARDS TO SKILLS, OBSOLESENCE IS EVEN MORE APPARENT. TECHNOLOGICAL CHANGE REQUIRES ADULTS CONTINUOUSLY TO ADAPT TO NEW METHODS OF WORK AND OFTEN NEW VOCATIONS. IN FACT, MORE THAN HALF THE JOBS AND OCCUPTAIONS AREAS OPEN TO YOUNG ADULTS STARTING THEIR CAREER TODAY DID NOT EXIST WHEN

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[3]PAPER PRESENTED BY DR. C. C. HUMPHREYS, PRESIDENT OF MEMPHIS STATE UNIVERSITY, AT THE UNIVERSITY OF TENNESSEE MEDICAL UNIT, MEMPHIS, TENNESSEE, MARCH 12, 1972.

[4]GALE JENSEN, A. A. LIVERWRIGHT, AND WILBUR HALLENBECK (EDS.), OP. CIT., P.V.

THEIR PARENTS WERE YOUNG.[5] SUCH OTHER EVERYDAY SKILLS AS THOSE INVOLVED IN CHILD RAISING, FOOD PREPARATION, TRANSPORTATION, COMMUNICATION, HEALTH MAINTENANCE AND LEISURE TIME ACTIVITY ARE CONSTANTLY BEING MODIFIED.[6] IT HAS BEEN ESTIMATED THAT YOUNG ADULTS ENTERING THE LABOR FORCE TODAY WILL UNDERGO FIVE TO SEVEN RETRAININGS IN THEIR LIFETIME.

SOCIETY IS IN DANGER OF BECOMING OBSOLETE IN OTHER WAYS, WHICH ARE LESS VISIBLE BUT EVEN MORE TRAGIC. THE INCREASING NECESSITY FOR A MOBILE POPULATION COINCIDENT WITH CONCENTRATED LIVING IN CITIES REQUIRES ADULTS TO LEARN NEW PATTERNS, VALUES, SENSES OF BELONGING, AND NEW WAYS OF ACHIEVING PERSONAL IDENTITY REPEATEDLY WITHIN A SINGLE LIFETIME. SUCH TRADITIONAL HAVENS OF STABILITY AS CHURCHES, HOMES, SCHOOLS, GOVERNMENT, BUSINESSES, AND VOLUNTARY ORGANIZATIONS ARE IN CONSTANT FLUX, STRIVING CONTINUALLY TOWARD GREATER PRODUCTIVITY AND COMPATABILITY WITH MODERN LIVING CONDITIONS.

THE CONSEQUENCE OF THIS SUDDEN TURN IN THE TIDE OF CIVILIZATION IS CLEAR. A SOCIETY THAT MAKES ITS EDUCATIONAL INVESTMENT ALMOST ENTIRELY IN CHILDREN AND YOUTH IS ON THE WAY TO BECOMING OBSOLETE AND IS REDUCING ITS CHANCES FOR SURVIVAL. THEREFORE, THERE IS NEW EMPHASIS ON THE EDUCATION OF ADULTS IN THE UNITED STATES. THAT IS WHY ADULT EDUCATION

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[5]PAPER PRESENTED BY DR. C. C. HUMPHREYS, OP. CIT.

[6]GALE JENSEN, A. A. LIVERWRIGHT, AND WILBUR HALLENBECK (EDS.), OP. CIT., P.V.

IS SHIFTING RAPIDLY FROM A MARGINAL TO A CENTRAL CONCERN FOR MANY EDUCATIONAL STATESMEN; WHY LEGISLATORS AND EDUCATIONAL POLICY MAKERS RECOGNIZE THAT SOCIETY NOW HAS AS GREAT A STAKE IN THE CONTINUED LEARNINGS OF ADULTS AS IT EVER HAD IN THE EDUCATION OF CHILDREN.

MAN IS THE ONLY CREATURE ON EARTH THAT USES TOOLS.[7] THE TEN BILLIONTH DOG THAT EVER LIVED CANNOT DIG A HOLE ANY FASTER THAN THE FIRST DOG. BUT EVERY GENERATION OF MEN CAN DO EVERYTHING BETTER BECAUSE OF TOOLS. ONE OF THESE TOOLS IS THE COMPUTER. HOWEVER, PROGRAM IT WRONG AND THE COMPUTER WILL DO IT WRONG WITH GREAT ELECTRONIC ACCURACY. YOU SEE, WE STILL HAVE NO SUBSTITUTE FOR THINKING PEOPLE.

IT WOULD APPEAR THAT ONE OF OUR MAJOR TASKS IN LIFELONG LEARNING IS TO TEACH PEOPLE TO THINK--TO MAKE THEM ASK "WHY?" NEW IDEAS AND THOUGHTS ARE EMERGING ALL THE TIME, AND PEOPLE ARE ALWAYS COMING UP WITH REASONS WHY IT CAN'T BE DONE--VERY FEW COME UP WITH REASONS WHY IT CAN BE DONE. THE LATTER COMPRISE OUR LEADERS IN THIS WORLD--THE PEOPLE WHO POSSESS THE VISION AND SPUNK TO MOVE EVER ONWARD BECAUSE THEY DIDN'T KNOW IT COULDN'T BE DONE.

CONSIDER THE FOLLOWING! LEONARDO DEVINCI IS KNOWN FOR HIS GREAT PAINTINGS; YET, IN THE 14 AND 1500'S, HE ALSO CONCEIVED THE IDEA FOR SUBMARINES, TANKS, MACHINE GUNS, AND, YES, THE AIRPLANE. HOWEVER, SOCIETY WAS NOT READY FOR THIS

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[7] J. LEWIS POWELL, "FROM CAVE MAN TO SPACE MAN," MIMEOGRAPHED PAPER.

FOR ANY NEW IDEA WAS CREDITED TO THE DEVIL. THEREFORE, THE WORLD HAD TO WAIT FOR "IT COULDN'T BE DONE."

A DOCTOR NAMED JENSEN NOTICED THAT A YOUNG LADY WHO HAD COWPOX DID NOT CONTRACT SMALLPOX AS THE EPIDEMIC WAS SPREADING, EVEN THOUGH SHE WAS REPEATEDLY EXPOSED. FINALLY, AS HE WAS ABOUT TO GIVE UP HOPE FOR A YOUNG BOY IN HIS CARE WHO HAD SMALLPOX, HE DECIDED TO TAKE A SMALL BIT OF BLOOD FROM THE YOUNG LADY AND TRANSFER IT TO THE LITTLE BOY; AFTER ALL, HE WAS GOING TO DIE ANYWAY. THE DOCTOR'S NAME WAS SMEARED AND RIDICULED IN THE NEWSPAPERS. A MOB WENT AFTER HIM FOR EVEN CONCEIVING SUCH A STUPID IDEA. TODAY, WE ARE ALL AWARE OF THE WONDERS OF VACCINATION; BUT BACK THEN, THEY SAID, "IT COULDN'T BE DONE."

TAKE THE CASE OF THE YOUNG PHYSICIAN WHO, IN THE 1800'S, FELT THAT MOTHERS WERE CONSTANTLY DYING FROM CHILD-BIRTH DUE TO THE UNCLEANLINESS OF THE DOCTORS. HE WAS IN CHARGE OF A HOSPITAL AND PUT HIS IDEA TO TEST. HE ATTENDED A MEETING OF ALL THE SURGEONS ONE DAY WITH DATA THAT NO LONGER LEFT ANY DOUBT THAT HE WAS CORRECT. WHAT HAPPENED? RATHER THAN ADMIT THAT THEY WERE WRONG, THE POMPOUS SURGEONS UP AND WALKED OUT ON HIM AND, FURTHERMORE, FIRED HIM FROM HIS JOB AS ADMINISTRATOR OF THE HOSPITAL. HE WAS REDUCED TO PEDDLING HIS IDEA IN THE STREETS IN HIS EFFORTS TO BENEFIT MANKIND; AND BROKENHEARTED, HE EVENTUALLY WENT INSANE--FOR YOU SEE, "IT COULDN'T BE DONE."

What about the airplane? People said it couldn't be done--that if the Good Lord had intended for us to fly, he would have given us wings. What about the moon landing? It couldn't be done either, but we did it. And we will go further. Think about space for a moment. How far is it out there? For comparison purposes, consider the following. If it cost a penny to ride 1,000 miles, a trip around the world would cost 25¢; to the moon, $2.38; to the sun, only $930; but a trip to the nearest star would cost $260 million dollars. And there are countless stars out there in our galaxy, and there are countless galaxies on out beyond ours. People say that visiting these can't be done; however, there are those that do not realize it can't be done, and eventually it will become a reality. In fact, at present there is an earth-controlled Voyager rocket on its way to Saturn, more than 750 million miles away. If all goes well, it will sail on to Uranus, which is 1.8 billion miles away.[8] The moon landing you see, was fantastic, but it was less than 250,000 miles away.

The list of examples could go on and on, but let me bring an example closer to home, so to speak. For some time, there have been rumblings that we ought to organize a regional lifelong learning association. Some visionaries assembled here in Texas not too long ago and made some headway

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[8]Ernest L. Boyer, "A Commitment to Literacy," paper presented at the International Literacy Conference, Washington, D.C., September 8, 1978.

THAT HAS CULMINATED IN THIS MEETING HERE TODAY. I HAVE ALREADY HEARD RUMBLINGS ON MORE THAN ONE OCCASION THAT "IT CAN'T BE DONE," BUT THANK GOODNESS YOU PEOPLE ASSEMBLED HERE TODAY DO NOT KNOW THAT "IT CAN'T BE DONE."

AND IT IS SOMETHING THAT NEEDS TO BE DONE. OUR PROBLEMS HAVE NOT DISAPPEARED, AND ANY EFFORT ON OUR PART TO BAND TOGETHER FOR PROMOTING THE CAUSE OF LIFELONG LEARNING SHOULD PRODUCE POSITIVE RESULTS.

WE HAVE COME A LONG WAY, SO TO SPEAK, IN THE LIFELONG LEARNING MOVEMENT; HOWEVER, MUCH REMAINS TO BE ACCOMPLISHED. LET US EXAMINE SOME STATISTICS:[9]

1. IN THE STATES OF ARKANSAS, LOUISIANA, NEW MEXICO, OKLAHOMA, AND TEXAS, THERE ARE APPROXIMATELY 10.6 MILLION ADULTS 25 YEARS OF AGE AND OLDER. ALL OF THESE REPRESENT POTENTIAL STUDENTS, AND MANY OF THEM REPEATERS, TO THOSE OF US INVOLVED IN PROVIDING EDUCATIONAL SERVICES TO ADULTS. THE AGENCIES INVOLVED INCLUDE, BUT ARE NOT LIMITED TO, COOPERATIVE EXTENSION, UNIVERSITIES, COLLEGES, COMMUNITY COLLEGES, PUBLIC SCHOOLS, PRIVATE SCHOOLS, LIBRARIES, CHURCHES, BUSINESS AND INDUSTRY, VOLUNTEER OGRANIZATIONS, AND GOVERNMENT AGENCIES.

2. OF THIS NUMBER, 53.3 PERCENT OR APPROXIMATELY 5.6 MILLION DO NOT HAVE A HIGH SCHOOL DIPLOMA. THE ONLY REGION IN WORSE SHAPE THAN THIS ONE IS USOE REGION IV WHERE THE PERCENTAGE IS 57.1 (9.7 MILLION ADULTS).

3. IN ARKANSAS, 60.1 PERCENT OF THE ADULTS 25 YEARS OF AGE AND OLDER DO NOT HAVE A HIGH SCHOOL DIPLOMA. IT RANGES FROM A LOW OF 41.5 PERCENT IN PULASKI COUNTY TO A HIGH OF 79.7 PERCENT IN LEE COUNTY.

4. IN LOUISIANA, IT'S 57.8 PERCENT, WITH A LOW OF 40.9 PERCENT IN EAST BATON ROUGE PARISH TO A HIGH OF 77.5 IN ST. MARTIN PARISH.

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[9]DONNIE DUTTON, STATISTICS SUPPORTING THE NEED FOR PUBLIC SCHOOL ADULT EDUCATION IN THE UNITED STATES WITH EMPHASIS ON THE SOUTHWEST REGION (AUSTIN: INDUSTRIAL AND BUSINESS TRAINING BUREAU, UNIVERSITY OF TEXAS, APRIL, 1975).

5. In New Mexico, it's 44.8 percent, with a low of 11.8 percent in Los Alamos County to a high of 74.5 percent in Mora County.

6. In Oklahoma, it's 48.4 percent, with a low of 32.1 percent in Washington County to a high of 74.1 percent in Atoka.

7. In Texas, it's 52.6 percent (in excess of 3 million adults), with a low of 25.3 percent in Randall County to a high of 80.5 percent in Loving County.

Some of you assembled here today may wonder what this means to you since you are not public school adult educators. But listen for a moment! Professor Ted. R. Kilty analyzed materials an ordinary person has to read. He found that:[10]

1. A sixth grade reading level is required to understand a driver's license manual.

2. An eight grade level is needed to follow the directions on a frozen TV dinner.

3. Aspirin bottle instructions are written at a tenth grade reading level.

4. To understand an insurance policy requires a twelfth grade ability.

5. And to no one's surprise, college ability is required to figure out the meaning of an apartment lease.

And I would add that in the latter two relative to insurance and an apartment lease, it aids understanding tremendously if you have a smart lawyer.

Just as one illustration, I would ask those of you in Cooperative Extension how you plan to teach one of these adult farmers how to calibrate his spraying machine for

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[10]Ernest L. Boyer, op. cit.

WEED CONTROL WHEN HE CANNOT READ INSTRUCTIONS. WE ADULT EDUCATORS MUST WORK TOGETHER.

IF YOU GO BACK AND EXAMINE THE STATISTICS PUBLISHED BY THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION, YOU WILL FIND THAT WE HAVE MADE GREAT STRIDES. HOWEVER, LEST YOU "REST ON YOUR LAURELS," LET ME GIVE YOU SOME DISTURBING NEWS. IN 1958, BURTON CLARK PUBLISHED HIS BOOK ENTITLED ADULT EDUCATION IN TRANSITION: A STUDY OF INSTITUTIONAL INSECURITY. IN IT, HE DISCUSSED HIS "OFT QUOTED" CONCEPT OF MARGINALITY. A REVIEW OF THIS APPEARS GERMANE TO 1978. AT THAT TIME, HE WROTE:[11]

1. THE CONSTITUTIONAL STATUS OF ADULT EDUCATION IS PERMISSIVE RATHER THAN MANDATORY. (STATES AUTHORIZE ADULT EDUCATION CLASSES BUT DO NOT MANDATE THEM.)
2. ADULT EDUCATION IS A PART-TIME OCCUPATION.
3. ADULT EDUCATION DOES NOT HAVE SEPARATE PLANT FACILITIES AND FIXED CAPITAL. (ONCE COMMUNITY COLLEGES, HIGH SCHOOLS, ETC. HAVE FACILITIES, THEY WILL PROBABLY REMAIN. THE ADULT SCHOOL HAS NO PHYSICAL ROOTS TO PROTECT ITSELF AGAINST RETRENCHMENT; THEREFORE, IT CAN MORE READILY BE DISCONTINUED.)
4. ADULT EDUCATION "CATCHES THE EYE" FIRST FROM ECONOMY MINDED GROUPS. (IN OTHER EDUCATIONAL PROGRAMS, THE EMPHASIS IS ON CURTAILING FACILITIES OR SALARIES; IN ADULT EDUCATION, THE MAIN ISSUE IS ON CURTAILING CONTENT AND CLIENTELE.)
5. ADULT EDUCATORS HAVE TO SELL THE NECESSITY FOR THE PROGRAM TO OTHER EDUCATORS AS WELL AS TO THE PUBLIC. (ORGANIZATIONAL MARGINALITY IS THE BASIC SOURCE OF INSECURITY.)
6. ADULT EDUCATION DEPENDS ON STATE AND FEDERAL AID AND CAN EXPECT LITTLE SUPPORT FROM LOCAL SCHOOL DISTRICTS.

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[11]BURTON R. CLARK, ADULT EDUCATION IN TRANSITION: A STUDY OF INSTITUTIONAL INSECURITY (BERKELEY AND LOS ANGELES: UNIVERSITY OF CALIFORNIA PRESS, 1958), PP. 57-60.

EXAMINE THESE CAREFULLY, MY FRIENDS, AND DECIDE FOR YOURSELF WHETHER ADULT EDUCATION MARGINALITY HAS BEEN OVERCOME OR NOT. SURE, WE HAVE MADE SOME PROGRESS, BUT THEN CHEW ON THIS FOR AWHILE:[12]

> WITH OUR LONG AWAITED BICENTENNIAL YEAR NOW IN ITS SECOND MONTH AND WITH THE MEDIA REMINDING US DAILY OF OUR GLORIOUS HERITAGE, IT SEEMS IRONIC THAT IN FAR TOO MANY PLACES ADULT EDUCATION IS FIGHTING FOR ITS VERY EXISTENCE DURING OUR 200TH BIRTHDAY AS A NATION. HIGHLIGHTING THE IRONY IS THE FACT THAT WHILE NAPCAE AND AEA/USA ARE PLANNING A GALA ADULT EDUCATION CONGRESS IN NEW YORK CITY FROM NOVEMBER 18-22 OF THIS YEAR, THE NEW YORK CITY BOARD OF EDUCATION ENDED ITS 128 YEAR TRADITION OF PROVIDING NIGHT SCHOOL CLASSES FOR IMMIGRANTS--BY CLOSING ALL TEN LOCALLY FUNDED YOUTH AND ADULT CENTERS, EFFECTIVE THE FIRST DAY OF FEBRUARY SUSTAINED OPPOSITION BY THOUSANDS OF CONCERNED CITIZENS AND BY VARIOUS GROUPS--INCLUDING NAPCAE, WHOSE EXECUTIVE DIRECTOR ATTENDED A PROTEST MEETING HELD AT THE NEW YORK TIMES BUILDING--FAILED TO CHANGE THE DECISION TO END ADULT CLASSES. AFTER HEARING MANY POINTS OF VIEW, ALMOST ALL IN STRONG OPPOSITION TO THE PROPOSED TERMINATION OF ADULT PROGRAMS. NEW YORK CITY BOARD OF EDUCATION PRESIDENT ISAIAH ROBINSON SAID, "THE BOARD HAS REAFFIRMED ITS EARLIER DECISION TO MAKE CUTS IN TAX LEVY SUPPORT FOR EVENING AND ADULT EDUCATION PROGRAMS TO MEET THE BUDGET REDUCTION REQUIRED BY THE CITY. OUR FIRST PRIORITY CONTINUES TO BE TO AVOID CUTS THAT WOULD FURTHER REDUCE DIRECT INSTRUCTIONAL SERVICES TO STUDENTS ENROLLED IN REGULAR DAY SCHOOL PROGRAMS.
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> MEANWHILE, ACROSS THE HUDSON RIVER IN NEW JERSEY GOVERNOR BRENDAN BYRNE'S PROPOSED BUDGET FOR NEXT YEAR CALLS FOR MASSIVE CUTS IN ADULT EDUCATION FUNDING FROM THE STATE LEVEL. IN THE WORDS OF A VETERAN OBSERVER OF THE NEW JERSEY SCENE, THIS WOULD CONSTITUTE A "COMPLETE WIPEOUT OF ALL FUNDS FOR ADULT EDUCATION." IN WASHINGTON, D.C., THE SOMBRE MESSAGE WAS MUCH THE SAME: ADULT EDUCATION MUST AGAIN PROVE THAT IT IS WORTHY OF CATEGORICAL SUPPORT.

NOW, ALL OF THAT IS DIRECTED TOWARDS THE PUBLIC SCHOOL ADULT EDUCATION SECTOR; BUT IF YOU'VE BEEN FOLLOWING

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[12] NAPCAE, THE PULSE OF CONTINUING AND ADULT EDUCATION, VOL. XVIII, NO. 2 (FEBRUARY, 1976).

THE NEWS LATELY, I AM SURE THAT YOU ARE BEGINNING TO BECOME AWARE OF THE EFFECTS OF CALIFORNIA'S NOW FAMOUS PROPOSITION 13. AND ADULT EDUCATION HAS ALREADY FELT THE EFFECTS IN THAT STATE, AND THE NATIONWIDE EFFECT IS YET TO COME.

ONE LAST EXAMPLE! I ATTENDED THE INTERNATIONAL LITERACY CONFERENCE IN WASHINGTON, D.C., FRIDAY, SEPTEMBER 8, 1978. THEY HAD PRESENTERS "ALL OVER THE PLACE," AND DO YOU KNOW, THERE WAS NOT AN ADULT EDUCATOR AMONG THEM--NOT ONE! NOT ONLY THAT, BUT I SAW ONLY ONE STATE DIRECTOR THERE. THE EXECUTIVE DIRECTOR NOR OFFICERS OF AEA AND NAPCAE WERE NOT PRESENT; AND I DO NOT KNOW WHETHER OR NOT THEY WERE INVITED. NO ONE SEEMED TO KNOW WHO DID THE INVITING OR WHY THOSE INVITED WERE CHOSEN.

NOW THIS WAS A CONFERENCE SPONSORED BY THE WHITE HOUSE, DEPARTMENT OF STATE, AGENCY FOR INTERNATIONAL DEVELOPMENT, INTERNATIONAL COMMUNICATIONS AGENCY, AND HEW.

FURTHERMORE, USOE PASSED OUT A BOOKLET ENTITLED PUBLICATIONS OF THE U.S. OFFICE OF EDUCATION, 1977; AND ON PAGE 24, THERE WAS A PAGE DEVOTED TO OCCUPATIONAL AND ADULT EDUCATION. THERE WERE FIVE LISTINGS--ONE DEALT WITH FACTS ABOUT THE BUREAU; THREE WITH VOATIONAL EDUCATION; AND ONE ON WOMEN IN NON-TRADITIONAL OCCUPATIONS.

WE, IN EFFECT, HAVE AN IMAGE PROBLEM. IT APPEARS, FOR EXAMPLE, THAT AEA AND NAPCAE WANT TO ARGUE ABOUT WHO IS THE LEADER FOR THE NATION RELATIVE TO ADULT EDUCATION. I AM NOT SO SURE THE NATION EVEN KNOWS WE ARE AROUND!

IN CLOSING, I LEAVE YOU WITH THIS THOUGHT:[13]

AT THE BANQUET TABLE OF NATURE THERE ARE NO RESERVED SEATS.

YOU GET WHAT YOU CAN TAKE, AND YOU KEEP WHAT YOU CAN HOLD.

YOU CAN'T HOLD ANYTHING IF YOU DON'T HAVE POWER, AND POWER COMES FROM ORGANIZATION.

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[13]GARY A. EYRE, "NOTES FOR ARKANSAS MEETING," PAPER PRESENTED AT ARKANSAS ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION, LITTLE ROCK ARKANSAS, NOVEMBER 21, 1977